



# Mission # 1: Identifying and Understanding Challenges

# SUMMARY

## Objective

Missions are designed to deepen your knowledge. You will participate in one mission at a time, in various intervals. To do well, you should plan on:

1. Conversing in groups
2. Participating in the mission by knowing how to perform your role
3. Thinking like a scientist or researcher!

## Goals

Each mission has similar as well as unique goals. Some of the repeated goals are:

1. Work cooperatively - Each person will participate as part of a group. You share ideas, successes, and work through confusion. There is no "I" in team, but there is an "I" in INVESTIGATE!
2. Learn to lead ( as Commander, CR), communicate as a representative of the group (as Communication Specialist), organize research and share information (as Information Specialist), and organize materials and take inventory (as Materials Specialist).
3. Prioritize activities and Bring proper materials. You should already do this.
4. Maintain a folder and track your progress. This will help you to have ownership over your grades as well as your learning.

## Grading

- Rubrics - Rubrics will be used to grade

a. Cooperative Learning by Role: Your teammates will privately evaluate you and your participation during the mission, and give comments. Then, I, your teacher will average their scores to award you a grade.

b. Presentation and Depth of Knowledge: Each mission we will cover several standards ( which is how we decide what you must learn). I will stand in front of class

and teach 3 days a week, on average. You will need to be present AND take notes to use with your group, ( So plan to WRITE when I lecture). Since I will be instructing you, you will be taught knowledge that is FCAT-testable.

When you begin a mission, there are ALWAYS going to be

1.) Products - What you create.

2.) Writing Assignments - They may be papers, writing prompts, free-writes.

c. Post-Test: DEA Probes will be used to judge your ability to use skills that were taught during the mission.

# OVERVIEW

## Unit 1- Identifying and Understanding Challenges Summary

As we'll see in Unit 1 readings, a challenge can be different things at different times: 1) an intentional difficulty that is placed in one's way, and 2) a circumstance that arises which must be surmounted. You are going to 1) determine (through group discussion and small group) multiple examples of challenges in the life of people and characters, and 2) create a fictional tale involving a challenge. In addition, you will share your thoughts and reactions to writing with another 5th grade student through an online Pen Pal exchange.

### Challenges Lie Ahead - Write a Tale

Challenge	Flaw?	Characters

**Your job is to develop the tale, assign a challenge, and shoot the trailer.  
You must do this through assigned jobs, collaborative work (where everyone has a responsibility) and maintain a theme of challenge.**

### What must I make and do?

Each student	The Group
Answers to the Driving Questions	An original story & trailer
Peer Participation Graded Rubrics (3 of them)	N/A
Completed Graphic Organizers (3)	N/A

## Activities -

Interval 1 (Day 1) **30 minutes each objective! Use timer; use time wisely**

A. **Driving Questions:** Discuss Miss Alaineus.

1. Comprehension Questions for discussion:

a. What is the challenge provided in the tale and to whom did it occur?

(prepare 1st Plot Chart)

B. **Writing and Language:** Proofing, Editing and Revision

1. Vocabulary - Choose 3 vocabulary words from the story and decode them using structural analysis.

2. Fluency - Partner read and perform (do) 2 fluency checks using Miss Alaineus for each person. Record this information. Requires one (1) iPad2 per pair of students.

3. Work on your product (your trailer). Remember that you need to produce the shots necessary to make the trailer make sense. Also, each group requires roles: person to film, produce (direct), script, and stage the shots. Each individual in your groups MUST serve a purpose and assist in creating your final product!

Interval 2 (Day 2) **30 minutes each objective! Use timer; use time wisely**

A. **Driving Questions:** Discuss the Fairy Tale your group chose.

1. Comprehension Questions for discussion:

b. Compare / Contrast - Compare and Contrast Miss Alaineus with Thank You, Mr. Faulker, Provide anecdotal evidence (document using citations from your sources, like a bibliography) (complete Venn Diagram, outline notes)

B. **Writing and Language:** Proofing, Editing and Revision

1. Vocabulary - Proofread your Compare/ contrasts and add an ANALOGY (synonym) pair. Ex: hot, scalding.

2. Fluency - Partner read and perform (do) 1 fluency check on The Talent Contest for each person. Record this information. Requires one (1) iPad2 per pair of students.

3. Work on your product (your trailer). Remember that you need to produce the shots necessary to make the trailer make sense. Also, each group requires roles: person to film, produce (direct), script, and stage the shots. Each individual in your groups **MUST** serve a purpose and assist in creating your final product!

Interval 3 (Day 3) **30 minutes each objective! Use timer; use time wisely**

A. **Driving Questions:** Discuss Miss Alaineus.

1. Comprehension Questions for discussion:

c. Make an Inference -How would children be affected **AFTER** reading or hearing this tale? Why? (complete T-Chart, outline notes)

B. **Writing and Language:** Proofing, Editing and Revision

1. Prompt - Does a character need a character flaw to be likable? Revise your original writing, being sure to include evidence (examples from the text) and transition words, like those provided below.

a. Signal Words: First, Second...; As a result; Therefore; However; Because; Caused By; The reason for this is; For this reason; Finally; Consequently.

2. Work on your product (trailer). Remember that you need to produce the shots necessary to make the trailer make sense. Also, each group requires roles: person to film, produce (direct), script, and stage the shots. Each individual in your groups **MUST** serve a purpose and assist in creating your final product!

Interval 4 (Day 4) **30 minutes each skill! Use timer; use time wisely**

A. **Driving Questions:** Discuss Miss Alaineus.

1. Comprehension Questions for discussion:

c. Compiling Information- What is the best order for organizing the last three days of notes into a paper? What should be in the 1st paragraph? 2nd? 3rd? Closing?

B. **Writing and Language:** Proofing, Editing and Revision

1. Revision - "A Contest I would like to enter"... Read through the paper aloud and make edits. Your paper should flow as if you were conversing. You should consider this your final draft before turning it in. Think about letting a classmate read over it.

2. Work on your product (your trailer). Remember that you need to produce the shots necessary to make the trailer make sense. Also, each group requires roles: person to film, produce (direct), script, and stage the shots. Each individual in your groups MUST serve a purpose and assist in creating your final product!

**Interval Remaining (Day...)- Finalize your product. Review requirements.**

**Notes:**